



## HOME LEARNING POLICY

Date of Policy: May 2019

Date of Review: May 2020

This home learning policy has been developed in collaboration with staff, parents, pupils and governors. The content of this policy has been written to reflect the value we place on home learning opportunities and on our fundamental belief in the importance of enabling our children to become life-long learners.

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### Aims

Through this policy, we aim to:

- Extend and support the teaching and learning process
- Ensure progression towards independence and individual responsibility
- Ensure parents/carers can support their child more effectively
- Provide opportunities for parents/carers and children to work in partnership and enjoy home learning opportunities
- Ensure a consistent approach across the school

### When Home Learning is Successful

Through our review, the school community have discussed a number of key truths that support our aims for successful home learning provision.

Learning experiences should:

- **Negate the battle of sitting down to 'work'**
  - Homework can easily become a series of negative encounters where parents and carers battle with their children to 'sit down' to do their homework. Our approach to homework aims to minimise these experiences and to create positive experiences which motivate and extend the learning of all of our children.
- **Be appropriate to the child's age and learning style**
  - Practical, imaginative opportunities to explore their learning in real-life contexts embed children's understanding of concepts including opportunities to talk and share with family members.
- **Be meaningful**
  - Content that is relevant to the children's learning.
- **Be progressive**
  - Children in the Early Years will not have the same expectation as those further up the school!

- **Be consistent (in delivery and content)**
  - Consistency is key to avoid battles at home. If a younger child receives more homework or more challenging homework than an older child, this can cause difficulties at home.
- **Offer choice**
  - Giving children choice is a crucial way of helping parents to make home learning a positive experience. When there is not the pressure of having to do specific homework tasks, children can choose activities that they find engaging and that suit their learning style.
  - It is important also that class teachers have the freedom and flexibility to choose to give their children more formal work on occasion as additional practice, such as asking them to write a news report or practise certain mathematical concepts.
- **Prepare children for secondary school**
  - At Nonsuch Primary School, we want all of our children to be life-long learners and it is our duty to ensure they are ready for the challenges of secondary school. We do not believe it is in the best interest of the child to prepare for secondary school by trying to be a secondary school. We do not set multiple pieces of homework each night or give detentions for children who do not complete homework.
  - However, we do prepare our children for secondary school by encouraging an attitude of responsibility and self-motivation and by giving children opportunities for independence and discipline in managing their time. These transferable skills prepare children for the expectations of secondary school.

## **Our Home Learning Provision**

### **Nursery**

From entry into Nursery, children will be encouraged to engage in learning at home with their parents. Our Nursery children are encouraged to share books with an adult at home. The nursery teacher also updates the class webpage regularly to share other ideas for parents to try with their children.

### **Reception**

Our Reception children are encouraged to read every night with an adult. The children are also given regular phonics practice through focussed activities being sent home. Other activities are shared with parents through the class page of the website to consolidate basic skills that the children are learning in class and will enable children to share activities with parents and carers.

### **Year 1 and 2**

*By the end of Year 2, we want children to have positive attitudes to their learning and to have a solid grounding in the fundamentals of reading, writing and Maths.*

Each week, class teachers populate the class webpages with details about the areas of learning that will be focussed on that week. There are also a number of ideas and suggestions as to activities to complete with your children that will enhance their learning in these areas.

**Reading** - Children in Years 1 and 2 are expected to read 4 times a week with an adult. Parents are asked to make a note of the reading that takes place in the child's contact book. Guidance to support parents with reading with their children at home can be found in the contact books. Children will also read regularly to an adult in school. Incentives will be used to encourage good practice.

Phonics - Children in Year 1 and 2 also receive weekly spelling/phonics practise. In Year 1 this is through a focus sound of week. In Year 2, spelling words are sent home for children to consolidate their phonics focus for that week and that reinforce key high frequency words.

Maths - Children are expected to complete fluency booklets provided by the school weekly. Mathletics is an online resources provided by the school to aid fluency in Maths. This should be used regularly at home and incentives are provided. Times Tables Rockstars is also provided to pupils for access at home and in school to support Maths.

### **Year 3 and 4**

*By the end of Year 4, we want children to continue to have positive attitudes towards their learning. We expect children to be developing a greater sense of awareness of themselves as learners and of the role they have to play in their learning. We also want our children to be beginning to develop some independence in their learning at home. Additionally, we expect all children to be developing fluency in reading and have a firm grasp of their times tables.*

Each week, class teachers populate the class webpages with details about the areas of learning that will be focussed on that week alongside some ideas as to how to extend their learning. Each half term a “How You Can Help” sheet is also added to the page with ideas to use at home to support your child’s learning.

Reading - Children in Years 3 and 4 are expected to read regularly both independently and with an adult at least 4 times per week. Parents are asked to make a note of the reading that takes place in the child’s contact book. Children can also begin to record their independent reading in their contact book. Guidance to support parents with reading with their children at home can be found in the contact books. Incentives will be used to encourage good practice.

Spellings - Children in Year 3 and 4 also receive weekly spellings to practise. These words are linked to the key spellings for their year group, and where appropriate, other high frequency words. Children are tested on these spellings each week with a focus on personal bests rather than competition between peers.

Maths - Children are expected to complete fluency booklets provided by the school weekly. Mathletics is an online resources provided by the school to aid fluency in Maths. This should be used regularly at home and incentives are provided. Times Tables Rockstars is also provided to pupils for access at home and in school to support Maths.

Class teachers may also set other pieces of work on occasion, for example, orally rehearsing their story plans in advance of writing them in class, or completing a book review to consolidate their learning. Teachers will share the purpose of this work with the children.

### **Year 5 and 6**

*By the end of Year 6, we want our children to be positive, self-reflective learners who are able to evaluate their strengths and weaknesses; who approach home learning tasks with independence and*

*willingness.*

Each week, class teachers populate the class webpages with details about the areas of learning that will be focussed on that week.

Reading - Children in Years 5 and 6 are expected to read independently and with an adult at least 4 times per week. Children or parents make a note of the reading that takes place in the child's contact book. Guidance to support parents with reading with their children at home can be found in the contact books. Incentives will be used to encourage good practice.

Spellings - Children in Year 5 and 6 also receive weekly spellings to practise. These words are linked to the key spellings for their year group. Children are tested on these spellings each week with a focus on personal bests rather than competition between peers.

Maths - Children are expected to complete fluency booklets provided by the school weekly. Mathletics is an online resources provided by the school to aid fluency in Maths. This should be used regularly at home and incentives are provided. Times Tables Rockstars is also provided to pupils for access at home and in school to support Maths.

Questions similar to those used in the SATs papers in maths and English will be sent home regularly to familiarise children with the styles that they can expect in the tests and help improve fluency.

Class teachers will also set children other pieces of work as appropriate, for example, writing a short diary extract from the point of view of another person to practise their personal writing targets or explaining the water cycle to a member of their family to consolidate their understanding of the concept. Teachers will share the purpose of this work with the children.

### **Other Home Learning Opportunities**

- **Long-term projects**

- These are set occasionally throughout a child's school journey.
- These give parents and children freedom to explore certain topics in greater depth.
- Such projects are not necessarily formally 'marked' but are shared and celebrated within class and the whole school community.
- Consideration is given to not highlight the discrepancy between those children whose parents are able to support with time and resources at home compared with those for whom giving time to a project is more challenging.
- Such projects should be child-led as much as possible.

- **Holidays**

- Holidays offer a rich variety of learning opportunities for children
- We offer optional home learning projects for children to choose to get involved in that are designed to enrich the children's experiences over their holidays.
- All projects are shared and praised within the class and there are opportunities to share these across the whole school.
- These projects should be approached in line with the aims of our home learning policy. The most successful projects are those that have challenged and extended the learning of the child and have supported their progress towards the end of year expectations (i.e. enhanced their attitude towards their learning, made them more independent, etc.).

## **Expectations of the School Community**

- **Governors**
  - Delegated powers and responsibilities to the Head teacher to oversee the development of this policy
  - Responsibility for the effective implementation, monitoring and evaluation of this policy
- **Head Teacher**
  - Promote this policy by raising its status and importance
  - Ensure that home learning opportunities are built into teachers planning
  - Provide supportive guidance for parents
  - Keep up to date with new developments with regards to homework
  - Monitor and evaluate this policy
- **Teachers**
  - Integrate home learning opportunities into their planning
  - Set tasks and activities that are relevant and appropriate for each child
  - Explain when and how the work should be completed so that each child clearly understands
  - Provide opportunities for sharing of homework tasks in class and provide feedback as appropriate
- **Parents**
  - Regularly check the class webpage to keep up to date with what your child is learning
  - Read with your child and make a note in the contact book
  - Support the school in valuing home learning opportunities by being actively involved
  - Encourage your children and praise them when they show attitudes such as willingness, independence or perseverance in their home learning
  - Contact the class teacher or encourage your child to speak with the class teacher if your child is experiencing difficulty with their learning at home or if any aspect of it is unclear
  - Contribute to the school parent questionnaires so the school can monitor the effectiveness of the home learning provision
- **Children**
  - Have a go at all home learning activities
  - Listen carefully in class to make sure they understand what is asked of them
  - Contribute to pupil questionnaires on home learning for the school to monitor and evaluate its effectiveness
  - Make sure they get feedback for their home learning tasks as appropriate

## **What happens if a child does not engage in home learning activities?**

- No children will be penalised for not engaging in their home learning tasks. However, a child who engages in home learning activities can often be seen to make accelerated progress in their learning, so taking part in home learning activities is actively encouraged.
- If individual children regularly do not engage in the home learning tasks that are expected of them, class teachers will discuss this with parents/carers as appropriate.
- During one lunch break each week, a teacher provides access to computers for any children who do not have this access at home so that they have the opportunity to complete any computer-based home learning tasks. This is optional for children to attend. Class teachers will regularly remind their class about this provision.

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### **Reviewed and accepted by the governing body**

Signed: \_\_\_\_\_ Title : \_\_\_\_\_

Name : \_\_\_\_\_ Date: \_\_\_\_\_